

# RELATIONSHIPS EDUCATION

## MODULE C Respectful Relationships

O24 - Permission seeking and giving in  
relationships

Year 6  
Spring Term: Lesson 3



# Lesson Overview

## Lesson 3: Permission seeking and giving in relationships

**Engage  
&  
Activate**

Whole Class & Independent Activities

Personal space



10 minutes

**Explore  
&  
Explain**

Whole Class & Independent Activities

Boundaries



20 minutes

**Elaborate  
&  
Reflect**

Group & Whole Class Activities

Seeking permission



20 minutes

**Evaluate  
&  
Review**

Whole Class & Paired Activities

Islamic perspective



10 minutes

# Lesson Plan

## Lesson 3: Permission seeking and giving in relationships

### Aim

To recognise the importance of boundaries and permission seeking in relationships

### Lesson Objectives

In this lesson pupils will:

**Explore** how to develop and maintain boundaries in relationships

**Consider** the importance of seeking permission in relationships

**Identify** what type of permission is required in various situations

### Learning Outcomes

By the end of this lesson pupils will have:

**Identified** the types of boundaries they want to keep

**Analysed** when to give, seek and deny permission in relationships

**Recognised** what to do in situations where permission is not sought when it should have been

### Key Vocabulary

boundary

permission

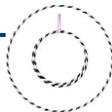
preference

violation

### Resources



Resource sheets



Hula hoop



A3 Paper



Pens / Pencils

# Lesson Plan

Engage  
&  
Activate

## Lesson 3: Permission seeking and giving in relationships

Whole Class & Independent Activities

Personal space

**Preparation:** A hoop is required for this activity.

**Inform** pupil that in this lesson we will be **considering** boundaries and permission seeking and giving in relationships.

**Ask** two pupils to stand inside the hoop together.

**Ask** the pupils: How does it feel to be so close? (Uncomfortable, fun, exciting, anxious)

**Ask** pupils to imagine that this circle around themselves is their private space, and they get to decide who comes inside.

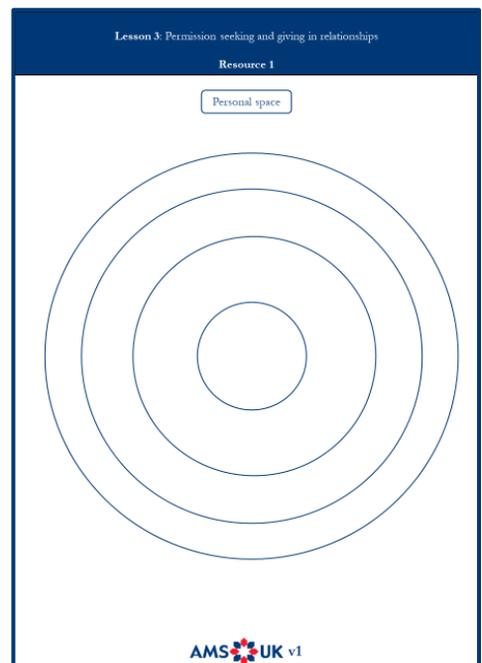
**Give Resource 1:** Personal space, to each pupil.

**Explain** the the inner circle represents their personal space.

**Ask** pupils: Who is allowed in your personal space?

**Ask** pupils: Which circle do you think the following people should go in:  
Parent, Best friend, Aunty, Teacher, Stranger,  
Police officer, Imam, Neighbour?

**Write** the names of people in the circles selected by pupils.



# Lesson Plan

Engage  
&  
Activate

## Lesson 3: Permission seeking and giving in relationships

Whole Class & Independent Activities

Personal space

**Ask** pupils: What type of contact is acceptable or appropriate with each person in each circle?

**Discuss** the different types of contact that might happen with each person, for e.g. a parent might kiss and hug, a best friend might give a high-five, a religious leader might just nod, a neighbour might just wave etc.

**Explain** that our body is an amanah (trust) given to us by Allah, therefore it is our responsibility to take good care of it, this includes deciding who can have what type of contact with us.

**Inform** pupils that in this lesson we will be **considering** what it means to seek and give permission in relationships.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions.

<b>boundary</b>	the rules and limits each person has for themselves
<b>permission</b>	allowing someone to do something
<b>preference</b>	liking one option more than another
<b>violation</b>	an action that breaks or acts against something, especially a law, agreement, principle, or something that should be treated with respect

# Lesson Plan

Explore  
&  
Explain

## Lesson 3: Permission seeking and giving in relationships

Whole Class & Independent Activities

Boundaries

**Explain** that in the previous activity, we discussed the importance of personal space, this is a type of boundary.

**Ask** pupils: What are boundaries?

**Record** pupils' responses on the whiteboard.

**Explain** that boundaries are the rules and limits each person has for themselves to keep them safe, healthy and respected.

**Introduce Resource 2a:** Four types of boundaries, and **Resource 2b:** My boundaries.

**Ask** pupils to **read Resource 2a** and then **complete Resource 2b** by **recording** their boundaries for each type. For example:

- **Time boundary**, e.g. 'I don't have time to help you with your homework today, I can help you on Wednesday.'
- **Physical boundary**, e.g. 'I like hanging out with you but I don't like hugging people, please stop hugging me.'
- **Verbal boundary**, e.g. 'We can go to the park but I won't gossip about others or use bad language.'
- **Emotional boundary**, e.g. 'I am sorry for blaming you for my problems.'

# Lesson Plan

Explore  
&  
Explain

## Lesson 3: Permission seeking and giving in relationships

Whole Class & Independent Activities

Boundaries

Lesson 3: Permission seeking and giving in relationships

Resource 2a

Personal space

- **Time boundaries**
  - Setting time boundaries means understanding your priorities and setting aside enough time for important jobs without overcommitting. When you understand your priorities, it is much easier to limit the amount of time you are giving to other people.
- **Physical boundaries**
  - Physical boundaries provide a barrier between you and others. Physical boundaries include your body, sense of personal space, and privacy. An example of your physical boundary being invaded is when a person gets very close to you, when they talk to you. An immediate response would be to step back to regain your personal space. By doing this you would be sending a non-verbal message that the person is invading your personal space. If the person continued to move closer, you might protect your space by telling him or her to stop crowding you. Other examples of physical boundary violation would be inappropriate touching, looking through someone's personal email or reading someone's journal.
- **Verbal boundaries**
  - Verbal boundaries are what you are willing to discuss and with whom. You may decide to tell a really close friend a secret or a doctor about an illness that you may feel is embarrassing. You may have boundaries around what type of words you should use or others should use around you.
- **Emotional boundaries**
  - Emotional boundaries protect your sense of self-esteem and ability to separate your feelings from others. When you have weak emotional boundaries, you expose yourself to being affected by others' words, thoughts and actions and end up feeling wounded or bruised. Examples of emotional boundary violation would be sacrificing your plans and goals in order to please others or blaming others for your problems instead of accepting your responsibilities.

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Lesson 3: Permission seeking and giving in relationships

Resource 2b

My boundaries

Time

Physical

Verbal

Emotional

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**Take** feedback and **discuss** responses.

**Summarise** that healthy boundaries allow us to protect our physical and emotional space from intrusion, separate our needs, thoughts and feelings from others; and empower us to make healthy choices.

# Lesson Plan

Elaborate  
&  
Reflect

## Lesson 3: Permission seeking and giving in relationships

Group & Whole Class Activities

Seeking permission

**Explain** to pupils that seeking, giving and denying permission in relationships is as important as maintaining healthy boundaries.

**Ask** pupils to **discuss** in groups and **record** on **A3** paper the answers to the following questions:

1. In which situations do we have to ask or give permission to others?

Responses could include:

- Before any type of physical touch, e.g. holding hands, hugging etc.
- Before taking/using something that doesn't belong to us
- Before sharing personal information or secrets with others

2. What should you do in situations where someone should have asked permission before doing something but they didn't?

Responses could include:

- Speak to the person and tell them you were unhappy with what they did
- If it's something that made you feel very uncomfortable or unhappy such as someone invading your personal space or touching you in an inappropriate manner, speak to a trusted adult straight away

3. When is it enough to deny permission through gestures or facial expressions?

Responses could include:

- When someone says something unpleasant
- When you want to stop someone invading your space and you use a gesture

**Take** feedback and **discuss** responses.

# Lesson Plan

Evaluate  
&  
Review

## Lesson 3: Permission seeking and giving in relationships

Whole Class & Paired Activities

Islamic perspective

**Explain** that seeking permission is a very important concept in Islam.

**Share** the verse where Allah the Exalted, stated in the Qur'an:

‘O you who believe! Enter not houses other than your own, until you have asked permission and greeted those in them; that is better for you, in order that you may remember.’

24:27

**Explain** that in this verse we are told that permission needs to be sought before entering a room/house that doesn't belong to you; you should give ‘Salam’ and request permission to enter.

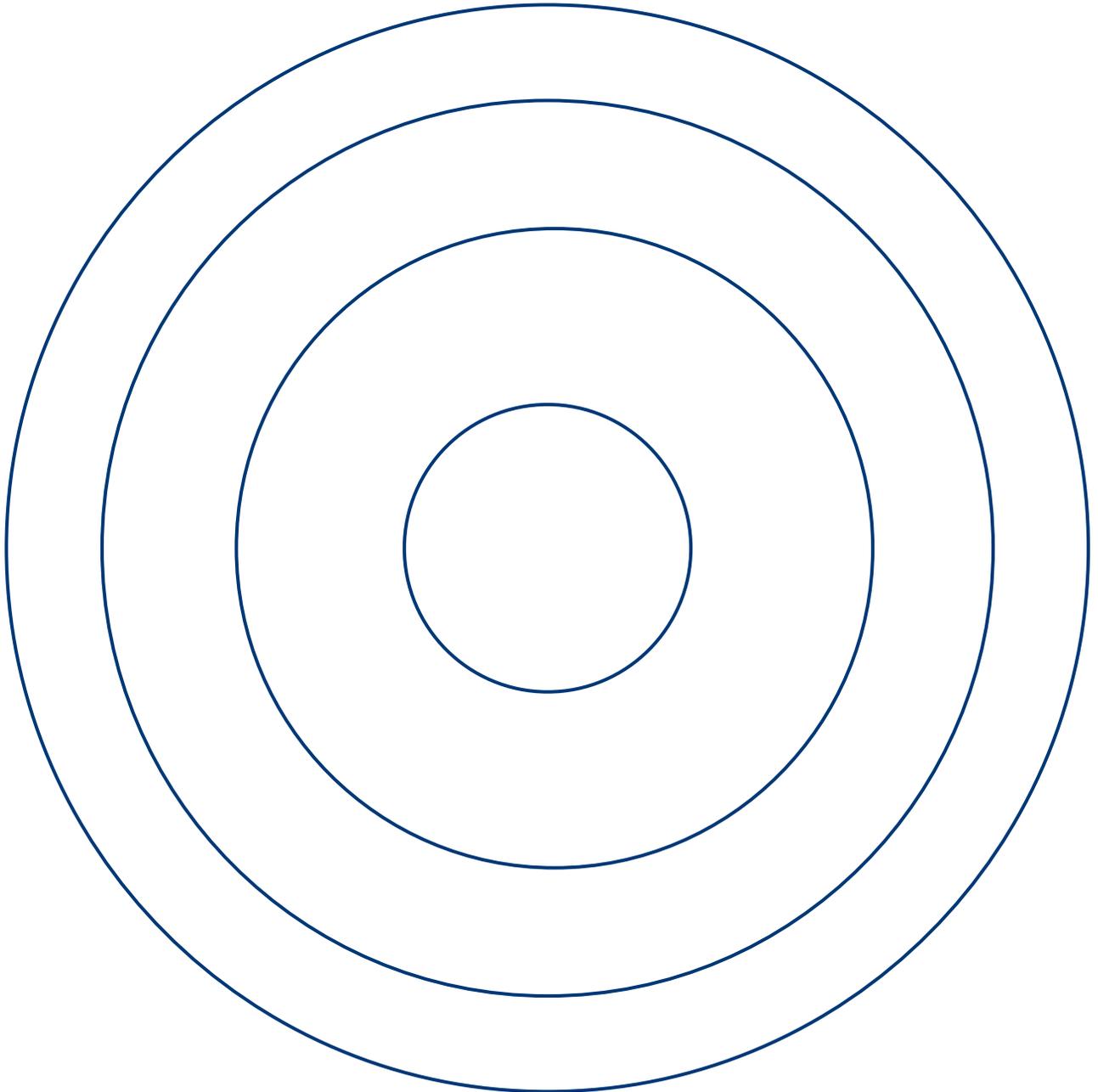
**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- What are ‘boundaries’? Give examples of **three** different types of boundaries.
- What is ‘permission’? Why is it important to seek permission in relationships?
- In what types of situations do we have to give permission to others?
- What should we do if someone does something without asking permission from us?

Resource 1

Personal space



### Resource 2a

#### Personal space

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Resource 2b

My boundaries

**Time**

**Physical**

**Verbal**

**Emotional**